



**Universitas Negeri Surabaya  
Vocational Faculty  
D4 Culinary Management Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>		
English	xx94406030052		T=0   P=0   ECTS=0	1	July 17, 2024		
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>			
		.....	.....	Lilis Sulandari, S.Pt., M.P.			
<b>Learning model</b>	<b>Case Studies</b>						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>						
	<b>Program Objectives (PO)</b>						
	<b>PLO-PO Matrix</b>						
		P.O					
<b>Short Course Description</b>	This course equips students with language skills and components at a basic (pre-intermediate) level. This course also introduces standardized tests which include training in reading skills, listening comprehension and grammar and vocabulary which are aimed at preparing for international standard English tests. All lecture activities will be presented using a lecture and discussion system. presentations and discussions, problem solving tasks, and reflection.						
	<b>References</b>						
<b>References</b>	<b>Main :</b>						
	<ol style="list-style-type: none"> <li>1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron's Educational Series. NY</li> <li>2. Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY</li> <li>3. _____. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.</li> <li>4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</li> <li>5. Worcester, Adam, et al. 2008 . Building Skill for the TOEFL iBT : Beginning. Compass Publishing.</li> <li>6. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.</li> <li>7. Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book.Oxford University Press.</li> <li>8. Loughed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</li> <li>9. Tim Mata Kuliah Bahasa Inggris. 2016. English for Non English Department Students. Surabaya: Unesa University Press.</li> </ol>						
<b>Supporting lecturer</b>	<b>Supporters:</b>						
	Henny Dwi Iswati, S.S., M.Pd.						
<b>Week</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	<p>· Understand the ins and outs of the English Standardized Test</p> <p>· Understand English structure patterns related to Part Of Speech &amp; Singular-Plural Forms (Count-Uncount)</p>	<ol style="list-style-type: none"> <li>1. Differentiate between types of English Standardized Test</li> <li>2. Understand the importance of the English Standardized Test</li> <li>3. Identify English structure patterns related to Part of Speech &amp; Singular-Plural Forms (Count-Uncount)</li> <li>4. Provide examples of the use of English Grammar related to Part Of Speech &amp; Singular-Plural Forms (Count-Uncount)</li> </ol>		<p>Method: Question and answer, and discussion</p> <p>Model: Cooperative Learning</p> <p>3 X 50</p>			0%
2	<p>Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics &amp; Details</p>	<ol style="list-style-type: none"> <li>1. Identify English structure patterns related to Word Order and Determiners</li> <li>2. Provide examples of the use of English Grammar related to Word Order and Determiners</li> <li>3. Identify the main topic and details in a short conversation</li> </ol>		<p>Method: Lecture, question and answer, discussion, demonstration and assignment</p> <p>Learning Model: Direct</p> <p>3 X 50</p>			0%
3	<p>Understand English structure patterns related to Subject-Verb Agreement Understand the content of short conversations about Reversals &amp; Problems, Idioms &amp; Emotions</p>	<ol style="list-style-type: none"> <li>1. Provide examples of the use of English Grammar related to SVA</li> <li>2. Identify final verdicts and issues in a short conversation</li> </ol>		3 X 50			0%
4	<p>Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions, Predictions &amp; Implications</p>	<ol style="list-style-type: none"> <li>1. Identify English structure patterns related to Tenses (Active) and Passive Voice</li> <li>2. Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice</li> <li>3. Identify short conversations Suggestions, Predictions &amp; Implications</li> </ol>		<p>Method: Lecture, question and answer, discussion, demonstration and assignment</p> <p>Learning Model: Direct</p> <p>3 X 50</p>			0%
5	<p>· Understand English grammar related to Parallel Structure</p> <p>· Understand the content of long conversations (longer dialogues) about life on campus and outside campus</p>	<ol style="list-style-type: none"> <li>1. Explain English grammar related to Parallel Structure</li> <li>2. Provide examples of the use of English Grammar related to Parallel Structure</li> <li>3. Solve English Grammar questions related to Parallel Structure</li> <li>4. Determine the detailed information contained in a rather long conversation</li> </ol>		<p>Method: Question and answer, and discussion</p> <p>Model: Cooperative Learning</p> <p>3 X 50</p>			0%

6	Understanding English grammar related to Comparison Understanding the content of monologues (General Talks)	<ol style="list-style-type: none"> <li>1.Explaining English Grammar related to Comparison</li> <li>2.Provide examples of the use of English Grammar related to Comparison</li> <li>3.Complete questions on English grammar material that has been taught</li> <li>4.Determine the detailed information contained in a monologue</li> </ol>		Method: Lecture, question and answer, discussion, demonstration and assignment Learning Model: Direct 3 X 50			0%
7	· Able to solve listening and structure questions	<ol style="list-style-type: none"> <li>1.· Understand general strategies in taking listening and structure tests</li> <li>2.· able to identify questions and prepare answers</li> <li>3.· Able to work on questions according to the time available</li> </ol>		Method: 3 X 50 discussion			0%
8	MIDTERM EXAM	MIDTERM EXAM		3 X 50			0%
9	Understanding English structure patterns related to Adjective Clause & Adjective Phrase Identifying Main Idea/Topic, Main Purpose, in written discourse	<ol style="list-style-type: none"> <li>1.·Identify English structure patterns related to Adjective Clauses &amp; Adjective phrases</li> <li>2.·Provide examples of the use of English Grammar related to Adjective Clauses &amp; Adjective Phrase</li> <li>3.·Identify the Main Idea/Topic, Main Purpose, in a written discourse</li> <li>4.Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Paragraph Questions in a written discourse</li> </ol>		Method: Question and answer, and discussion Model: Cooperative Learning 3 X 50			0%
10	Understanding English structure patterns related to Noun Clauses Understanding reading comprehension: Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse	<ol style="list-style-type: none"> <li>1.·Identify English structure patterns related to Noun Clauses</li> <li>2.Provide examples of the use of English Grammar related to Adjective Clauses &amp; Adjectives and Noun Clauses</li> <li>3.·Identifying the Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse</li> <li>4.Solve Reading Comprehension questions related to Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse</li> </ol>		Questions and answers, discussions and problem solving Learning Model: Problem Based Learning 3 X 50			0%

11	Understanding English grammar related to Adverb Clauses & Conjunctions Understanding Reading Comprehension: Inference and Purpose material in written discourse	<ol style="list-style-type: none"> <li>1. Explain English Grammar related to Adverb Clauses &amp; Conjunctions</li> <li>2. Provide examples of the use of English Grammar related to Adverb Clauses &amp; Conjunctions</li> <li>3. Solve English Grammar questions related to Adverb Clauses &amp; Conjunctions</li> <li>4. Identifying Inference and Purpose questions in a written discourse · Solving Reading Comprehension material questions relating to Inference and Purpose.</li> </ol>		Method: Question and answer, discussion and problem solving Learning Model: Problem Based Learning 3 X 50			0%
12	· Understand English structure patterns related to Gerunds & Infinitives · Understand Reading Comprehension material: Details	<ol style="list-style-type: none"> <li>1. Identify English structure patterns related to Gerunds &amp; Infinitives</li> <li>2. Provide examples of English Grammar usage related to Gerunds &amp; Infinitives</li> <li>3. Identifying Detail questions in a written discourse · Solving Reading Comprehension material questions relating to Details.</li> </ol>		Lectures, questions and answers, discussions, demonstrations and assignments Learning Model: Direct 3 X 50			0%
13	· Able to solve standardized English test questions	<ol style="list-style-type: none"> <li>1. Understand general strategies for taking standardized English tests</li> <li>2. Able to identify questions and prepare answers</li> <li>3. Able to work on questions according to the time available</li> </ol>		Lectures, questions and answers, discussions and presentations 3 X 50			0%
14	· Able to solve standardized English test questions	<ol style="list-style-type: none"> <li>1. Understand general strategies in taking standardized English tests</li> <li>2. able to identify questions and prepare answers</li> <li>3. Able to work on questions according to the time available</li> </ol>		Lectures, questions and answers, discussions and presentations 3 X 50			0%
15	· Able to solve standardized English test questions	<ol style="list-style-type: none"> <li>1. Understand general strategies in taking standardized English tests</li> <li>2. able to identify questions and prepare answers</li> <li>3. Able to work on questions according to the time available</li> </ol>		Lectures, questions and answers, discussions and presentations 3 X 50			0%
16							0%

### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.